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ABSTRACT

Proceedings of the 10th Conference of 100+ in New York City, which focused on Adult Basic Education, comprise this document. More than 150 participants and guests from 23 states and Canada attended the conference. Part I of the proceedings reports on the various sessions. The 45 papers presented at the conference are provided in Part II. The titles of the papers are as follows: The Need to Share; Psychosocial Formulations: Rural Appalachia; Total Experience Learning; Adult Continuing Education Staff Development: A Regional Approach; Professional Growth and Evaluation; Professional Growth and Evaluation of ABE Teachers; English as a Second Language: Individualized Training for Teachers of English as a Second Language to Adults; An ESL Training Paradigm; Measurement of Student Progress; Basic Education; Evaluation of Student Progress; Evaluation of Student Progress; Gimmicks, Gadgets or Guarantees; Individualized Instruction; Learning Laboratories as Instructional Goals; New Horizons in Curriculum; Volunteers in Literacy Programs; The Value of Effective Volunteers; Instruction in GED Programs; Instruction in the High School Equivalency Program; Designing Instruction for Student Needs; Evaluation Related to Objectives and Goals; Job-up-Grading and Pre-Employment; New Horizons in Individualized Adult Training Systems; Education for Becoming; The Adult Basic Education Teacher's Role in Curriculum; Guidance Service to the Teacher; and The Team Approach in M.D.T. Guidance. (DB)

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WHITE PLAINS ADULT EDUCATION CENTER
ADULT BASIC EDUCATION

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At the Detroit AEA Conference in 1962, the Section on Adult Basic Education was formed combining the two long-established Sections on Fundamental and Literacy Education and Education for Non-English Speaking Adults.

The Commission on Adult Basic Education was established in 1967 by the Executive Committee of AEA to replace the former Section. All members of the former Section were invited to become members of the new Commission.

PART I

THE 10TH CONFERENCE OF 100+ IN NEW YORK CITY

The Planning Committee of the Conference was delighted with the large number of the participants from outside of New York State.

The 10th Conference drew more than 150 participants and guests from 23 states and Canada. The professional level was one of the highest of all of the previous Conferences of 100+ because there were 58 participants as Program Directors, Coordinators, Principals; 22 Supervisors and Counselors; 15 University Professors, Scientists and Specialists; and six State Educational Department heads. The rest of the participants were from New York and elsewhere, not listed in this report.

STATE REPRESENTATION IN THE 10TH CONFERENCE OF 100+

State	Number of Reg. Participants	Number of Students Represented by Participants
1. Alabama	3	20,000
2. Canada	2	300,000
3. California	3	10,000
4. Colorado	1	500
5. Connecticut	3	3,500
6. District of Columbia	4	3,000
7. Florida	3	58,160
8. Georgia	7	9,700
9. Illinois	2	3,092
10. Kansas	2	500
11. Kentucky	4	3,000
12. Maryland	3	20,000
13. Massachusetts	8	14,525
14. Michigan	2	1,750
15. Missouri	4	580
16. New Jersey	5	5,000
17. New York	73	46,038
18. Pennsylvania	3	45,000
19. Puerto Rico	2	48,803
20. Tennessee	2	4,187
21. Texas	1	100
22. Vermont	1	1,000
23. Virginia	4	2,500
TOTALS	139	600,935 Students

CONFERENCE PROCEEDINGS

THURSDAY MORNING, MAY 4

OPENING GENERAL SESSION

Florence H. Greenberg, Chairman for the 10th Conference of 100+ began the proceedings by welcoming guests and members. She then invited all to attend the morning seminars.

MORNING SEMINAR SESSIONS

1. THE PSYCHOLOGY OF THE ILLITERATE ADULT

Miss Lois Marshall presided as chairman. Before introducing the first speaker Miss Marshall made the point that illiteracy is not synonymous with disadvantaged.
Dr. George Eyster* described the upward mobile student who moves from rural centers where he was adequately functioning to urban centers where he is faced with problems of effectively coping with more complex psychological, social and physical needs, while at the same time experiencing a lack of power to do so. Since the interdisciplinary needs of the student must be met, we must not isolate the cognitive skills.
The importance of recognizing the diversity and great number of cultures which exist in our society was emphasized by Mr. Herbert Nichols*. He made a distinction between culture versus acculturization, and sharing the benefits of the culture in which we live, while reinforcing the student's own culture.
Vigorous discussion was stimulated by the panelist's presentations. The theme predominating was the necessity for the preservation of cultures and need for and inevitability of socila change. The teacher's role becomes supportive, encouraging progress through a less formalstic approach which includes intuition as well as cognition.

2. THE TEACHER OF READING

Chairman, Dr. Frank Repole opened the discussion by defining the adult student as a product of his region, and stated that techniques and materials used to teach a Northern student may not be appropriate for a student in the South.
Panelist, Mr. John Kacandes, described the White Plains Learning Center, its growth and its programs. He stressed the need for good comfortable facilities in building a successful Adult Education program.
Mr. Thomas Stanley*, stated that his program tries to get students G.E.D. diplomas within a twelve week period. He stressed the need for learning readiness in the student. Emphasis was on motivation, making the students' education his own responsibility. This could be achieved by having students participate in the planning of programs.
Dr. Catheryn Keeshan, stated that the key to education is the teacher, and that machines should be used for reinforcement, not for teaching. She stressed that the teaching of reading should be skills oriented. She felt, also, that the development of a sight vocabulary would facilitate a sense of accomplishment from the very beginning of the learning process.

* Formal papers are contained in part II of these conference proceedings.

It was the general opinion of the group that teacher training is a phase of Adult Education which has never had enough emphasis. Evaluation should be done by students as well as supervisors. More work on empathy is needed in teacher training.

3. PROFESSIONAL GROWTH AND EVALUATION

Dr. Angelica W. Cass,* acted as Chairman. Dr. Cass pointed out that there is a lack in our adult programs. She stated that many teachers had no experience in the teaching of adults nor did they have any idea how to work with them. Empathy is not enough. She stated that teachers had very little opportunity to change their situation and that those who employ should set up competencies that teachers should meet. What's being done? Funding from the Federal Government in which more specialized institutes are offered. Resource centers are operating in several places around the country and giving valuable information about materials and serving as consultants and locations for local training projects.
Panelist, Dr. Vincent DeSanctis*, revealed that USOE has determined, through its experience with Region 10, that a more effective approach to Staff Development in adult education has encouraged the establishment of regional plans. This is a major departure deviating from the previously employed summer institute approach. Region II directors of adult education have set up priorities, such as, individualizing instruction, ESL instruction, career education, and development of graduate programs.
Mr. William McIntosh*, graphically demonstrated his Region #5. He said that the entire city has been divided to include all poverty areas within a region so that adult training is available to local inhabitants. On-going counseling is a vital part of this program. There is an insistence on creativity in that it is the role of each supervisor to consistently search for new and better techniques that would improve their operations.
Quality institutes, resource centers, constant teacher evaluations, and the new approach to setting up regional plans give evidence that progress is being made in adult education.

4. ENGLISH AS A SECOND LANGUAGE

This seminar focused its attention upon ESL training programs available for teachers. The seminar was chaired by Dr. Paul Taylor.
Mr. Michael Crespo,* shared with the participants the philosophy and historical development of ESL in Puerto Rico. English as a second language is taught by native-born Puerto Ricans with the purpose of equipping students with the necessary communication skills, knowledge, understandings, and attitudes to enable them to function adequately in the world of work. The audio-lingual method is used and the activities in the classroom are planned in such a way that the learner is forced to think, act, react, and interact.
Dr. James LaForest*, presented the participants with an ESL Training Paradigm. Dr. LaForest emphasized that well-organized, directed and administered training programs may be the best single weapon for reducing marginality of instruction and methodology. Training must be experiential and supportive. Training must prepare the teacher for student-oriented instruction.

* Formal papers are contained in part II of these conference proceedings.

Mr. Robert Gallagher represented Mr. Robert Paczik. The participants were informed of the center, operated by the Education Department, which has as its purpose in-service training, which serves the specific needs of individual teachers, course materials are arranged in learning units. Films and reference books on language learning ABE Programs have the opportunity of receiving training at the center.

THURSDAY AFTERNOON

LUNCH AND SPEAKERS

Chairman for the 10th Conference of 100+, Florence H. Greenberg, said that she was pleased to see so many interested adult educators. She commented that the Conference was off to a good start, due largely to the remarkable, energetic, and highly motivated gentleman, Elliot Lethbridge, Conference Chairman, and his competent staff.
The Conference this year is concerned with "The Teacher of Adults -- Key to Student Fulfillment". The theme stresses the concept of continuing education for all adults on all levels of learning. This concept demands adequate preparation and training of teachers to cope with the needs of adults on all instructional levels. It demands leadership for adult education programs and an awareness of what continuing education is and what it means to us as a nation. It is the belief of the ABE Commission membership that its objectives can be accomplished best by holding conferences of 100+ wherever and whenever the need is expressed.
Mrs. Greenberg thinks of the Commission as the catalyst of Adult Education, the nerve center, geared to the single purpose of keeping adult education "alive" for all; the nerve center carrying the meaning and ideals of adult educators to the nation, emphasizing the goals and values of continuing adult education as a means of serving the people and building a better society.

Mrs. Greenberg introduced Mr. Elliot Lethbridge.

Mr. Lethbridge welcomed guests, speakers, and members. He was very gratified to see that so many could attend the proceedings. He thanked everyone for cooperating and hoped that they could benefit from the timely and informative seminars and speakers. He then introduced Dr. Monroe C. Neff, Director of the Division of Continuing Education.

Keynote Speaker, Dr. Monroe C. Neff, Director of the Division of Continuing Education, State Education Department, Albany, N.Y., enumerated ten points in which Dr. Robert Worthington, Associate U.S. Commissioner of Education for Adult and Vocational Education, has endorsed, which are:

1. National Staff development projects in ten USA Office of Education regions - involved are 50 states and territories.
2. To take away grade levels and put in performance levels.
3. Evaluating levels.
4. A curriculum development to initiate this plan.
5. Renewal centers -- having continuing education which will be a model for continuing education in one of the renewal centers.
6. To have a full-time director in every community in the U.S. that has a population of 20,000 to 25,000 or a school population of 5,000 students.

7. Local and state councils for continuing education - at present there is a 10 member council in New York and President Nixon has a 15 member council.
8. To start using appropriate materials for adult learning programs rather than materials pitched to children.
9. A ten year plan for the 80's.
10. Full funding of continuing education during the 80's.

Dr. Neff mentioned that the National Advisory Council came out with an annual report directed from the council to President Nixon to be channeled back from President Nixon through Mr. Marlin, Commissioner of Education. Recommendations for action that Mr. Marlin made to the president through Continuing Education were:

1. Higher budget priorities for Adult Education for the fiscal year of 1973. The development of a comprehensive Adult Education Act. (The present act expires next year).
2. A proposed single agency to be held accountable for all coordinating adult education services and finances of the federal government. Right now there are 64 different agencies handling funds for Continuing Education.
3. A reccommendation to set up career education for adults.
4. That veterans will be given benefits and GIs given educational benefits
5. That an emphasis be placed on the development of a national plan for Adult Education programs for correctional institutions.
6. An expanded use of local educational facilities to include adults.
7. The establishment of educational programs for senior citizens.
8. A White House conference set up for the aging in 1975.

Dr. Neff explained Staff Development. In each of the 10 regions, the U.S. Office has given a special grant which the state is expected to match. Region 2, which includes New York, New Jersey, Puerto Rico, and the Virgin Islands, was cited as a sample program.
Montclair State College was chosen to be the Coordinator of the Staff Development Program, directed by Dr. Vincent DeSanctis. Each state will have a coordinator and this person will work with directors and teachers. Staff Development has a computer bank which is tied into New Jersey. Teachers can go to a regional center, select a particular lesson plan, press a button, and the bank will "print out" the desired lesson.

Following Dr. Neff's speech, Florence Greenberg introduced guest speaker, Dr. Mark Rossman.

Dr. Mark Rossman, Assistant Professor, School of Education, University of Massachusetts, Amherst, Mass., described, using a film, the development of a model for Recruitment of Potential Adult Basic Education Students. He commented on the fact that an individual's inability to read and write the English language constitutes a substantial impairment to their real reading ability to get or retain employment commensurate with their real ability.
Functional illiterates cannot respond well to the printed word. Therefore, posters, billboards, and flyers or other printed materials are virtually useless in attracting ABE students. Person to person recruitment efforts have proven successful but are forced to rely heavily upon available time and on the communication skill of the recruiter.

Dr. Rossman demonstrated a predominately visual and aural recruitment package utilizing television, radio, and printed graphics. He stated that a study was conducted to measure the effectiveness of this method and it was found that 75% or more ABE registrants were attributed to this recruitment program.
This program has been highly successful in enrolling applicants in the Springfield Adult Basic Education program. During the time of the experiment it was directly attributed that their enrollment was influenced by the recruitment package.

Florence Greenberg then invited members and guests to attend their respective seminars.

SEMINARS

5. EVALUATION OF STUDENT PROGRESS

Chairman, Mr. Elmer Fleming and panelists, Dr. Donald Mocker*, Mrs. Ann Hayes*, and Mr. Joseph Paige*, were all very much concerned with the results of student evaluations. Evaluations should show which program had an effect on the student, whether or not the student's needs are being met and realistic goals and objectives have been set.
Emphasis was placed on the importance of deciding which data to collect for the evaluating of economic progression as well as the necessary social living toward different types of information on the effects of education on the student's life, measuring the total individual, not merely academic gains.
It was generally agreed that there is a need for teachers to be more thoroughly trained in administering and evaluating the results of existing tests. Dedication and concentration for students of teachers in A.B.E. programs was questioned, because most existing programs are held in the evening, therefore providing an added source of income for teachers. A more serious attempt at teacher evaluation by supervisors, as well as students, was suggested.

6. LEARNING LABORATORIES AS INSTRUCTIONAL TOOLS

Mrs. Helen M. Giuliano*, chairman, stressed the importance that learning laboratories are extremely sensitive to student needs because they are the settings in adult basic education where we have the greatest guarantee of meeting those needs.
Panelist, Mr. Raymond E. Morrow*, enthusiastically demonstrated, by using a slide projector, how his OWL (Onward With Learning) center for community Adult Education has proven to be rewarding and highly successful. An interesting and unique aspect of their center is based on the premise that all students are programmed on a highly individualized instructional program which is processed through a computer in which the center utilizes a minimum nember of teachers, equipment, and materials.
A discussion ensued regarding the definition of a learning laboratory. Mrs. Giuliano defined a learning laboratory as not just a supplement to an adult program, but that its greatest importance is that it serves as the core of the entire program. She described the developmental and remedial aspects at her center where a taxonomy of reading skills

* Formal papers are contained in part II of these conference proceedings

are utilized for a highly individualized reading program. Panelist, Mr. William M. Jacques*, presented another aspect of the learning laboratory. He introduced the idea that the learning laboratory presents itself as an excellent instructional tool in staff development. The classroom teacher can acquire information about individualizing instruction in a real situation. Increased knowledge of programmed and self-directive materials and flexible scheduling may be acquired in an "on-the-job" setting.

7. VOLUNTEERS IN LITERACY PROGRAMS

Chairman, Mr. Luther F. Law, Jr. stressed the necessity for volunteers who were genuinely concerned, sympathetic toward, and accepting of students.
Mrs. Ann Serrao shared Sr. Marita Anna Fox's* paper which stated that volunteers can be recruited from banks and industrial corporations. These volunteers would need the following effective qualities: (1) a sensitive awareness, (2) flexibility, (3) dependability while, at the same time a realization that they are needed, wanted, and valued by staff and students.
Mrs. Helen Pinza* shared the philosophy of the New Haven A.B.E. Program, emphasizing the facts that volunteers need not be teachers, that they hold high priority in the A.B.E. Program, and that they assist solely with teaching and tutoring. Volunteers can be recruited through community groups, newspapers, radio and T.V.. It is essential to have pre-training sessions and periodic workshops. Success depends upon adequate organization, on-going staff attention, and recognition of the important role of the volunteer.
Mrs. Connie Huendle* defined the purpose of her agency which is to recruit and train volunteers on a one-to-one basis in tutoring students who are functionally illiterate. Mrs. Huendle stated that effective volunteers need: (1) an orientation to the role he has chosen, (2) excellent training, (3) support, (4) knowledge about new materials, methods and techniques as they are developed or discovered, (5) satisfaction. Panelists and participants concluded that volunteers are a great asset to an A.B.E. Program. A.B.E. programs bear the responsibility of contributing toward the organization and direction of volunteers and providing for a sense of identity and status within the teaching situation.

8. INSTRUCTION IN HIGH SCHOOL EQUIVALENCY PROGRAMS

Mr. John Tracey*, initiated the seminar with a description of his GED program. Among the essential requirements for an innovative program are: pre and in-service teacher training, entry, and predictive tests to facilitate placement, remediation for specific skill development, creative use of hard and software, and individualization.
The program must also be open-ended and easily evaluated. Flexibility and balance are necessary qualities for both program and teacher, as the goal of meeting individual needs is pursued.

* Formal papers are contained in part II of these conference proceedings.

Rather than rely on packaged material, Mr. Charles Morgan,* encouraged teachers to explore and design new methods. One particular method involves small group lessons carefully prepared and motivated, and providing for reinforcement and regrouping.
Numerous inquiries were made of the speakers regarding the tests used in the GED program. The Iowa Test for X4 was suggested as a skills predictor instrument, having .96 correlation with the GED. In response to question about materials, ahrd and software available from EDL, SRA, and Barnell Loft were among those recommended. Both speakers indicated a distaste for following complete commercial instructional packages and favored the student and teacher planning a suitable individually prescribed program making use of varied instructional techniques.
The seminar concluded with a consensus favoring a humanistic approach to adult instruction. Individualized instruction is recognized as a prime requisite of an effective program, the success of which is directly related to teacher's knowledge of student as well as diagnostic and instructional material.

THURSDAY EVENING, MAY 4

DINNER AND SPEAKERS

Dr. Angelica Cass introduced Dr. Doyle M. Bortner, guest dinner speaker.

Dr. Doyle M. Bortner, Dean, School of Education, The City College of the City of New York, New York, N.Y., spoke on the subject of public relations for adult education programs. He said that schools cannot avoid the need for a strong public relations program. There is a need to tell people about it, to help them understand it, and to involve them in a partnership of effort, and to develop and support it.
What is meant by the term public relations as applied to adult education? It does not mean a high-pressure campaign, a bag of tricks to sell the people on something they do not understand or want. Public relations should mean the promotion of understanding between adult education programs and the public through a two-way process. In this context, public relations can be defined as a series of planned activities and media through which adult educators can learn about their community, inform the community about the purposes, content, and problems of their programs, and involve the community in planning and evaluating policies and programs.
Of particular importance in promoting public relations through structured personal contacts is the lay advisory committee. This committee should be representative of all major groups of the community. Among its purposes is: to determine community opinion concerning the adult program; to advise concerning curricular offerings; directly sound out the views of key laymen; to serve as a channel through which problems of the adult programs can be made known and discussed by important community groups; and to serve as a channel through which the program can be publicized.
Fortunately, there are increasing numbers of adult educators who understand the need for public relations programs and have developed or are in the process of developing organized programs to meet thes needs.

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FRIDAY, MAY 5

GENERAL SESSION

Mrs. Florence H. Greenberg began the morning session. She introduced guest speaker, Judge William Booth.

The Honorable William Booth, Judge New York City Criminal Court, New York, N.Y., said that he was happy to have the opportunity to speak to such a broad geographic representation of members in adult education, colleges, and in industry.

In an intense and dynamic speech, he stressed that as educators it was our job to try to change the injustices and intolerances that surround all of us. We must become involved; stand up and be counted.

This past May, Judge Booth was asked by the International Commission of Jurists to go to Malivia, South West Africa. Through this trip he became tremendously involved with plight of the Malivian people. American companies conduct business with South Africa, a country that practices apartheid. Blacks are forced to work 8½ hours, 6 days a week for $2.06 per week. They are forced to live under deplorable conditions; poor food, small inadequate compounds, and substandard education.

As Americans, we must be concerned about the indignities thrust upon other less fortunate peoples. We must help all people to use their strengths to end the idea that because we are different we are not the same human beings with the same strengths, skills, and abilities. As teachers, it is our duty to dispel this fallacy and understand others by shifting our educational system into a more positive framework.

Following Judge Booth's speech, Mrs. Greenberg invited all members and guests to attend their respective seminars.

SEMINARS

9. DESIGNING INSTRUCTION

Mrs. Ann Serrao chaired this seminar. Miss Lois Matheson,* of the Bureau of Continuing Education, Albany, New York, identified many of the linguistic, cultural, and personal problems, the needs, goals and differences of adult students which make individual instruction an essential factor in the learning process. There was a discussion of four categories of individual instruction which might prove helpful in the future: (1) diagnosed and prescribed learning: the school staff determines objectives and media, (2) self-directed: the school determines what is to be learned and the student has the freedom to determine how, (3) personalized: the student chooses objectives and the school provides the media, (4) independent study: the student determines what is to be learned and how. The teacher serves as facilitator. There may also be a combination of the first three categories.

Miss Ethel Schmidt,* empahsized the importance of making the best use of time and teaching only what the adult student does not already know. There is a need for an evaluative instrument (test) which permit each learner to enter the learning sequence at a place appropriate for him.

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Research for Better Schools has, in the area of communication skills, designed an evaluative measure known as "Individualized Learning for Adults" which consists of performance objectives organized in areas and arranged according to difficulty. Teachers, students, and research workers all contribute toward curriculum development.
Mr. Elmer Fleming shared the idea that some thought must be given to measuring the overall change in attitudinal behavior of the student. Students' progress may be informally assessed each day. The teacher must give the correct placement to essentials and accidentals.
All present agreed our goal is the education of the total student and this is not always measurable by formalized tests.

10. PRE-EMPLOYMENT AND JOB UP-GRADING INSTRUCTIONS

Chairman, Dr. Frank Repole defined pre-employment training as communication and computational skills. Successful training programs should stress understanding as well as manipulative skills. Language used by an instructor in describing a job to a new employee may influence his performance of the job.
Panelist, Mr. Taddeus Toomer described his program as having no pre-employment training. There is, however, an informal on-the-job training program where the new employee can learn from his supervisor and from his fellow workers. The advantages of this type of program are: (A) setting of specific objectives, (B) definite time frame, (C) testing as a means of measuring achievement. There are also definite disadvantages in this type of training (A) the trainer may be insecure, therefore the fine points of his job might not be taught, (B) bad habits continue to spread, (C) trainer is able to do the job but may not know how to show someone else how to do it. At this point Dr. Repole raised the question whether the numerous educational opportunities supplied by industries compete with A.B.E. Programs.
Mrs. Doris Moss* described statistics which led to Government Funding of the Title III Program. Title III has developed a job oriented curriculum in E.S.L., Math and Reading for hospital trainees.
Other programs invite representatives from industries and resource people from fields coordinated with job interests to talk to students about jobs, job interviews, and job applications.
Many in the group felt that career ladders are needed in industry. Too often people from A.B.E. and similar training programs are dumped into dead-end jobs. There is little or no chance for upward mobility in many companies.

11. NEW HORIZONS IN CURRICULUM

Mr. Neil Carr introduced the panelists, Mrs. Donna Seay*. She described the development of operating guides for the various adult programs which are used for staff training, where the two problems most often encountered concern for decision making and effective motivation.
Staff training is accomplished using individually prescribed instruction.
"If you treat an individual as he is, he will stay as he is. If you treat an individual as he ought to be and could be, he will become what he ought to be and could be." So began Mrs. Catherine White.
Mrs. White went on to emphasize the importance of student involvement

*Formal papers are contained in part II of these conference proceedings.

in planning. A specific structuring of instruction is necessary, taking into consideration the student's preference for particular types of materials and instruction, his goals and his responsibility for fulfilling these goals.
Mr. John Fox* discussed the steps necessary for implementation of an individualized program for the adult. The importance of skillful, knowledgeable and prepared teachers to this unique educational situation, where independent learners do not predominate, was considered essential.
There was support for an recognition of the need for the individualized, stressing the development of adaptability and readiness for change to avoid programming people for obsolescence. To further develop such programs additional funding, staff, and time is needed and desired by educators. It is recognized that a problem exists regarding the presumption that the classroom is a pancea for all ills, and proposals are being formulated in Washington with the object of alleviating this problem.

12. GUIDANCE SERVICE TO THE TEACHER

In introducing the seminar topic, chairman, Mrs. Eremnise Landsman* stressed that counselors can be most effective in an adult school setting only when he comprehends his role as a part in a changing total organization. One of his or her comprehensive functions is to provide supportive services to other important members of the staff, particularly teachers, which, when combined increases and enhances the learning of A.B.E. student.
Panelist Mr. Walter Zielinski* made an earnest plea to all A.B.E. programs stressing the fact that guidance counselors can not be isolated or be placed in a secondary role. Limited funding has seriously deprived many A.B.E. programs of much needed guidance services. However, it has become apparent that trained guidance counselors are vital to a successful A.B.E. program.
Mr. Andrew Morzello* panelist and Director of Manpower Skills Center in White Plains described his unique Trainee Support Team (TST) which is comprised of the New York State Employment Service Counselor, the Skills Center Trainee Advisor, Instructional Staff, Director, and any of the Social Services agencies, all appointed to assist and aid in supporting the trainee. The primary objective of the TST approach is to focus in on the trainee as a person, on his occupational skills, a stressing of his interaction between his personal self and business self, a consideration of his "block" and working environment, and all other factors which may deal with the trainee and his surroundings.
It was agreed that guidance services, which stress a strong interaction with the teacher, plays a vital role in A.B.E. programs. Without a capable and qualified guidance staff, a learning center cannot become effective; The program may be in danger of losing its rapport with its students, teachers, and the many community social services agencies involved.

*Formal papers are contained in part II of these conference proceedings.

FRIDAY AFTERNOON

LUNCH AND SPEAKERS

Following lunch Florence Greenberg introduced guest speaker Dr. Roger DeCrow.

Dr. Roger DeCrow, Assistant Director, Information Services and Reports, National Reading Center, Washington, D.C., spoke about the National Right to Read Effort and how it looks on the national level. This is not a simple program but includes a variety of efforts aimed at achieving the national goal of assuring that 99% under 16 years old and 90% of those over 16 shall be functionally literate by 1980.
As partners, USOE and the National Reading Center work cooperatively to bring all public and private sectors into a comprehensive national effort to achieve functional reading skills for all Americans. What is the National Reading Center? The president appointed a chairman and created the National Reading Council. The members represent all professions. It was formed by the National Reading Council to serve as its operating facility. The center is funded by the USOE but is incorporated as a private foundation. They are working together at the national level to develop the national reading campaign.
Dr. DeCrow discussed the development, progress, and considerations pertaining to reading programs. He enumerated several needs and concerns. He said that there must be a greater use of volunteer effort. It is important that we utilize the media more extensively, especially, television. There is a desperate need for local community coordination among agencies. We need much better information sharing. Finally, he said that within the next two or three years, it is important to gain public support and understanding if we are to obtain funds required for our reading programs.

Mrs. Florence H. Greenberg thanked everyone for attending the conference and all who helped make it a success. She announced that there would be a short business meeting.

Mr. A. Lubin recorded the minutes of this meeting. Mrs. Florence H. Greenberg, Chairman of the Commission, opened the Business Meeting. Members expressed the opinion that the goals of the Commission should be expanded.
Mrs. Florence Stark talked of the need for adult education in penal institutions to be introduced in places other than in New York areas.
Miss Ernestine Gray suggested that a panel, established by the Commission, could observe the areas of adult education in all penal institutions.
Dr. Angelica Cass pointed out that each State has an Education Department which would be anxious to work with the Commission on valid suggestions.
Mr. Elmer Fleming related that, according to the discussions on the panel on "evaluation of student progress", not much progress was being made in adult basic education, that the Commission should recommend new efforts in view of the concept that, in practice, the students are "locked-in" to a program because of stipends involved in AEA programs.
Mr. Chet Sablesky cautioned the Commission about taking on such serious steps without adequate research in order to find out the areas in the programs that are inadequate.
Dr. Cass pointed out that certainly more energy could be concentrated toward improving existing programs and toward initiating new programs in new areas.

Dr. George Crothers remarked that the Commission, as such, would be stating an opinion as to the effectiveness of programs, on the one hand, and that a more specific approach to specific problems, on the other hand, is difficult enough in view of the penalty of appropriate evaluations.
The Commission unanimously supported the "Right to Read Program", and an adult education program for the "migrant worker".
Mrs. Willy Mae Gross of St. Louis suggested that the Commission's Conference of 100+ be held in various parts of the country in order to obtain regional reactions.
The Chair reminded the members that, because the Conference is a national one, meetings are held in different parts of the country. The intention is to expose the members to regional as well as national problems.
The Chair entertained three motions which, after discussions, were duly seconded, and passed:

1. (Mr. Brett Alvinston) : Commission to institute office of vice-president for the Southeastern region of the country.
2. (Mr. Walter Wennestraum) : Commission to recognize, support and ask for continuance of ERIC Clearing House facilities in adult education.
3. (Mr. Elmer Fleming) : (motion was reworded and copy given to chairman) The intent was: Commission should work out a procedure of cooperation with AEA in order to motivate and stimulate adoption of programs to meet the changing needs of students.

Dr. Frank Repole, treasurer of the Commission, gave a favorable report on The financial success of the Conference. The final report was unanimously accepted.

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APPLICATION FOR MEMBERSHIP

Commission on Adult Basic Education -- AEA
Address: The City College
138th Street and Convent Avenue
New York, N.Y. 10031

Dr. _____
Mr. _____
Miss _____ NAME _____
Mrs. _____ Last First Initial

POSITION--TITLE _____

ORGANIZATION/AGENCY _____

_____
Address--Street, City, State, ZIP

Type of work / Special Interest in ABE _____

_____

I am_____am not_____ presently a member of AEA.

Date_____197_____. Signature_____

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THE NEED TO SHARE

Mr. Elliot Lethbridge
White Plains, New York

In the relatively short span of one decade, literacy programs for Adults have emerged as a viable component in American Education. From the humble beginnings of meager funds, neophyte administration and part-time teachers, there have evolved countless viable programs. These Programs in every corner of the nation are striving mightily to enable adults to reach their goals. They have been forced to come to grips with the problems of student recruitment, staffing, academic progress, and acquiring local, state, and federal support. They are creating a bewildering range of techniques for coping with practical problems. This accelerating expertise is enabling these respective programs to grow in stature and prestige both in the perception of the doers and more slowly in the broader academic circles.

The "State of the Art" is becoming refined through field experience and the determined output of the dedicated adult educator. Programs are acquiring an identity in the eyes and in the hearts of the students who are involved in them.

The wide range of approaches to the implementation and refinement of literacy programs represent a considerable achievement. The need to know on the part of all practitioners in the field, has become a major factor in the continuing growth of these programs. This need is increasingly met through professional journals, regional meetings, conventions, and conferences. Thus the need to know is joined with the need to share throughout the field of Adult Illiteracy.

The most recent 10th Conference of 100+ has to a real degree met the need to know and the need to share. The 35+ panel members who contributed in an active manner during the two day conference have made an additional professional contribution. In response to the request of the Conference Planning Committee, most panelists have made a further contribution toward the need to know. These professionals have provided the committee with carefully written papers. These papers contain the thrust of their panel presentations at the conference.

It is with considerable pride that the committee has reviewed these professional papers and published them in this Conference Proceedings.

Thus the need to know, and the need to share has received a major input.

PSYCHOSOCIAL FORMULATIONS: RURAL APPALACHIA

George W. Eyster, Exec. Director
Appalachian Adult Education Center

It may seem incongruous to discuss the "psychology of rural illiterate adults" in New York City with an audience of primarily urban oriented adult education professional - incongruous, perhaps, but appropriate. Richard M. Nixon, in an exclusive interview to RURAL AMERICA, has been quoted to have said, "Today's rural problems are the urban problems of tomorrow...we are beginning to see that what we call the urban problem has its roots in our rural areas." The evidence supporting the Nixon statement indicative of rural or urban migration is clear in census data and in economic fact. The underinvestment in human resources in rural America has not only been the greatest impediment to rural development, but it has adversely affected the rest of the nation. Although those who leave - our rural areas - the upward mobile - tend to have higher educational achievement and motivation than those who remain - the stationary poor - these same migrants are most likely to possess fewer years of schooling, skills, and experiences than those persons who are native to the areas of destination and origin. Furthermore, rural populations are more apt to migrate to kinship and thus continue to swell urban ghettoes and your ABE classes.

While the nation is vaguely aware of geographic concentrations of Mexican Americans, in the southwest, the Indians on reservations, and the physical and social isolation of the mountains of the Ozarks and Appalachia, they are not generally aware of the large numbers of people involved or the severity and uniqueness of their problems. The rural stream into your cities and trickle into your classes. We are ill prepared to serve them--we serve them what we know: an academic program.

Our awareness and treatment of the psychosocial development rarely includes the the generally interdependent psychological, sociological, biological, and temporal formulations (which, in the case of the rural immigrant, must change and adjust as their enviroment changes in migration).

Adult Education program intervention may be necessary when "satisfactory" development at one point of time (on the farm or in the hollow) is not longer appropriate and resulting problems reduce the "power" of the individual to cope in their solution (McClusky).

Adult basic education suffers from the same malfunction of the public school system: the emphasis upon cognitive skills in isolation from the interdisciplinary global model of academic-non-academic human development.

This is to say that we do well--at least have the capability--to prepare the individual to function or perform with cognitive skills and information necessary for work-related responsibility (our national charge and priority in serving the economic man). However, we do not do so well in preparing our client to perform effectively within society through effective interpersonal relationships--predictability and trust--enhanced by consistent self-attitudes and shared central values; nor do we do well in satisfying client needs for survival in reproduction consistent with society needs, nor do we prepare capabilities for the socialization of the young The psychological standards needed cut across all formulations of adult behavior and involve the development of favorable attitudes toward the self, others and work; and of a behavior-guiding system of values, all within the framework of the nurtured cultured culture of the individual and related to both the present and the future.

The concepts described are an extension of the Greenberger/Sorensen Interdisciplinary Concept of Maturity and the Pruitt Model of Career development, which plead to provide the individual with the resources that enable him to function effectively "on his own in society" now and in the future and the essentials to permit him to achieve equal rights and equality of opportunity.

TOTAL EXPERIENCE LEARNING

Thomas L. Stanley
The Urbanics Corporation

INTRODUCTION: The experience of several years as a teacher and consultant for The Urbanics Corporation, a GED preparation program located in Detroit, Michigan, has led to the following conclusions. GED reading improvement classes in far too many cases, are focused on means and processes, not the total learning experiences. The general feeling seems to be that if the method of presentation is good, learning will follow. We all know the erroneousness of this assumption. Therefore, realizing that methodology is important, but also that it is only one part of many processes, the emphasis in this paper shall be on the total learning experience. The following is the approach, we, at The Urbanics Corporation, have found to be the most successful.

IMPORTANCE OF ATTITUDE: To a large degree the success or failure of a student depends upon the teacher's attitude toward adult education. The teacher must be cognizant of the fact that adult education is more than a means and process. What it is, or should be, is a dynamic interpersonal relationship between teacher and student where the integrity, autonomy and value systems of the student must be maintained; while the scope of his life is broadened and the needs as assessed by both teacher and student are met.

STUDENT PARTICIPATION: An excellent way to achieve the aforementioned interpersonal relationships is the enlistment of student participation in the planning of their programs. This will serve a twofold purpose. It will give the student a feeling of personal responsibility and establish a point of identification with the school or program where he is enrolled.

STUDENT COURSE OUTLINE: The initial step of his plan will be the formulation of course objectives satisfactory to both teacher and student that are desirous and useful. Examples, reading level to be reached, time required to reach that level and comprehension in specific areas if necessary. Keeping these objectives in mind, build a functional and interesting study plan around them. It is at this point that methodology enters. Setting is important, the earning area should be well lighted and free from undue distraction. The materials employed whether hard or software should be relevant to the student. That is materials that not only improve reading skills but provide information useful to the student in everyday life. Practical economics, psychology and autobiographies are excellent initial sources, progressing to material more in line with the equivalency test as his improvement warrants.

VALIDATION: During this time the teacher should be getting feedback from the student using this in the evaluative process along with tests or whatever validation tools he desires. He must be ever cognizant of the students objectives and provide the necessary guidance during the entire program.

CONCLUSION: Thus, we see that learning is a complicated process. One that requires hard work and cooperation from both student and teacher during its entirety. It is also obvious that the teacher is the key to the entire process. He or she more than any one else can be the instrument of the student's success or failure.

"Adult Continuing Education Staff Development: A Regional Approach"

Dr. Vincent De Sanctis, Director HEW
Region II Adult Continuing Education
Staff Development Project

The USOE has determined through its experience with Region IV that a more effective approach to staff development in adult education is to encourage the establishment of regional plans. A major departure has been made from the previously employed summer institute approach. Hopefully this change will minimize the many inherent faults associated with excessive dependency on national summer institutes.

What Does Region II Plan in Staff Development?
Through a series of meetings with Region II state directors of adult education or their representatives the following Region II training priorities have been identified. These priorities will be reformulated into specific training objectives, providing a means of assessing the effects of particular training activities.

Individualizing Instruction - a task analysis will be performed to determine which tasks are or should be performed by instructional, supervisory, counseling and administration personnel in individualizing instruction for ABE clients.

ESL Instruction - based on a task analysis a determination will be made as to the competencies required to improve the listening, speaking, reading, and writing skills of ESL students.

Career Education Ladder - as a task analysis is performed for each training goal a continuum of competencies should be identified. These competencies will range from the simple to the complex. It is anticipated that within this continuum clusters of competencies will be identified that can serve both as entry points as well as differentiated levels of responsibilities for individuals seeking careers in adult education, whether paraprofessional or professional.

Development of Graduate Programs in Adult Continuing Education - supplementing the manpower needs assessment and task analysis, with its orientation essentially toward in-service training, will be the encouragement of graduate programs that are competency-based.

The Overall Model of the Project
This project will make every effort to adhere to the model described in the original proposal. Phase I of this model will include a manpower needs assessment and a task analysis, an essential activity if staff development is to be a rational process. Phase II involves the specification of tasks for training. What should adult educators be doing? Phase III involves the development of specific objectives that will serve as the basis for the training activities supported by the project.

Phase IV involves the specification of alternate training sequences to provide continuity of training as well as to support the development of a career ladder Phase V is the specification of training activities, resources and techniques to be employed in attaining the training objectives. Phase VI is the implementation of the training activities. Phase VII is the delineating of the evaluation procedures to insure that all components of the Project are evaluated including the inputs, context, process and outputs. Phase VIII is the carrying out of such various activities.

PROFESSIONAL GROWTH AND EVALUATION

Bill McIntosh
Deputy Regional Manager

I am the Deputy Regional Manager of Region #5, which is one of the eleven Regions in New York City. The entire city has been divided to include all poverty areas within a region so that adult training is available to the local inhabitants. We train people in a variety of courses, such as: Basic Office Practice, Air-Conditioning & Refrigeration, Oil Burner Repair etc. Along with shop training, students receive Basic Education. At the end of a training period, hopefully, our clients are prepared to get a job. We assist in finding jobs for our clients.

On-going counseling is also a part of our program. We attempt through counseling sessions, both individual and group counseling, to prepare the client psychologically for the world of work.

I have been involved in a number of anti-poverty programs, and I have found that too many times excuses are made for a laxity that tends to exist within many of these programs. In an attempt to combat this laxity within our program, the word "accountability" is used quite frequently. We start with the assumption that every supervisor is the expert in his particular field of work and he is totally responsible for everything that takes place within his unit.

Evaluations are done on each staff person as often as is needed. It is done informally and in private. It is explained to the individual that the evaluation is not a weapon to be used against him but to show him, in writing where his weaknesses lie. It is hoped that each successive evaluation form would show improvement in those areas that pointed up earlier weaknesses.

There is an insistence on creativity, which is reflected in the evaluation write-up. Part of the role of each supervisor is to constantly search for new and better techniques that would improve their overall operations. Staff training is part of the routine work day. There is informal training of individual staff members by the supervisor, as well as formal training once a week by experts from out-side of the agency. Strict adherence to regulations and systems is insisted upon.

The reason for the above is because we recognize the fact that a good many of the staff working in training programs come with a minimum amount of experience in this kind of setting and little or no exposure to the kinds of demands that are made by industry upon their employees. Just as it is necessary that we protect our image when we send graduated students out for jobs, we also feel that we must protect our image when a staff person leaves us to get a job with another agency or company. It is without doubt, the excellence of staff performance will be reflected in the ability of the student to do a job well.

The Publication Committee Request

The next issue of the Adult Basic Education Newsletter of the Commission is scheduled for Fall, 1972.

Please submit your suggested item. It can be a concise article, a description of New Media, or an announcement of new programs or events. The committee will select for inclusion in the Newsletter, the most appropriate and descriptive items which are of general interest to the nationwide membership of the commission. Kindley identify authorship of articles submitted. Send to: Mr. Elliot Lethbridge, Publications Committee Chairman, Adult Basic Education, Rochambeau School, 228 Fisher Avenue, White Plains, New York 10606.

PROFESSIONAL GROWTH AND EVALUATION OF ABE TEACHERS

Dr. Angelica Cass
Program Head / Assistant Prof.
The City College

What is Wrong? Basic education for adults is still relatively new in adult education. Only in the last decade has it been recognized as a national concern and come into its own through federal funding under various alphabetical entitties. Today there remain handicaps to be overcome in the area of training and professional growth of teachers.

Persons who have had no training to work in basic education, to say nothing of training to work with adults are continuing to enter the ranks of teachers of ABE. Some few have had some experience in teaching adults; still fewer have attended a training institute for this purpose and fewer still have had a course either undergraduate or graduate in Methods/ Materials for Teaching Basic Education to Adults.

For the past several years, federal funding has allocated money for teacher training institutes held during the summer in the regions into which the country is divided by the Office of Education. Delays in allocating / appropriating funds for these institutes until the danger line of opening day has deterred proper preparation and planning to the frustration level. In spite of this most institutes have been of value to many who attended. Here again, the problem of securing a certain number of "recruits", of reaching those new in the work, rather than repeaters who tend to go to several institutes each year.

What's Being Done? Institutes are becoming more specialized rather than attempting to cover the gamut of problems and procedures in ABE. More effective means of communication with those involved in ABE has emerged and lines set up through reports and newsletters.

Resource centers are operating in several places around the country giving valuable information about materials and serving as consultants and locations for local training projects.

Several colleges are currently offering graduate level courses in methods and materials in teaching basic education to adults. Among them are Ball State, Indiana, Florida State, The City College in New York City.

National organizations of adult educators have adult basic education committees and work groups. One of the first, if not the first, is the Commission on ABE of the Adult Education Association under whose auspices the Conferences of 100 have been held. This group is now in its 20th year.

What about the Teacher? The teacher is the crux of ABE, the guiding light for the individuals who come to acquire the skills they lack. It devolves from the teacher, wherein she meets the needs of adults in very tangible and concrete ways. It is the teacher who must assume personal responsibility for acquiring the knowledge, expertise and competencies necessary for fulfilling the goals and hopes of the adults who come looking for help.

Further, the teacher must realize that so-called "traditional" approaches to education at this level are <u>not</u> meeting the needs of uneducated adults. By insisting upon certain subject matter, certain tests, certain methodology, certain achievement levels, teachers are failing to meet the needs of their students. The immediate needs of adults in ABE classes appear to be employment skills, help in solving problems related to everyday concerns of housing, family and development of self-dignity. When these concerns are met, <u>then the next step</u> of advancement, preparation for a career and additional educational goals will be appropriate.

ENGLISH AS A SECOND LANGUAGE

Nicolás Crespo-Kortright, Underwriter
Puerto Rico Department of Education

English as a second language is taught to our adults with the purpose of equipping them with the necessary communication skills, knowledges, understandings, and attitudes that will enable them to function adequately in the highly competite world of today. The program aims at opening up new avenues specially those leading to the world of work and to their full realization of his life aspirations.

Our adults are fully aware of the fact that those persons who are proficient in English are in a better position to succeed in life than those who are not. So they are continually seeking admission to English courses. The ESL program is meeting their demands.

The teaching of English has been one of the main concerns of educators. So they have always been seeking new findings concerning the teaching and learning of English. The findings of the linguists as well as those of other scientist have given the educators insight into how to dig deeper into the principles of learning, the nature of man, the nature of the English language and the nature of society in general. All these findings are taken into consideration in designing curricula and in the production of materials. Different kinds of courses have been developed or are in the process of being developed to meet the needs of different kinds of groups of people.

Books, teaching materials, and tests have been purchased and produced. The production of these materials have been done after having done some research on the interests and needs of the adult clientele. Great efforts are made so that the materials produced reflect the life style of all segment of society so that they may be more responsive to the demands of the learner. They have been developed from a multicultural and a bilingual point of view.

The audiolingual method has been used in teaching English as a second language. Strategies for a more effective teaching and learning process are being constantly tried out. Since language learning is tied to the acquisition of speech habits emphasis has been placed in internalizing them by means of neural connections. These neural connections are made through the selection of materials which are meaningful to the learner. The arrangements of the content in a sequential and hierarchical way also helps The division of the content into small portions called milestones helps the student to learn faster and with confidence. The activities in the classroom are planned in such a way that the learner is forced to think, act, react, and interact.

Tests have been developed to help the teacher assess the learners command of English in the four language arts After the teacher determines the learner's entry level behavior lessons are prescribed individually for him so that he may move on to more difficult tasks at his own pace. Pre-requisities are established for each lesson. Pre-tests and post-tests are given.

Floor charts have been prepared to help the students visualize their progress.

INDIVIDUALIZED TRAINING FOR TEACHERS OF ENGLISH AS A SECOND LANGUAGE TO ADULTS

Robert L. Poczik, State Education Dept.
Bureau of Basic Continuing Education

Teachers in Adult Basic Education, like all adults, bring extremely varied experiences, abilities, skills, and rates of learning to any learning situation. There are thus varying needs and ways of best meeting these needs that should be considered in planning pre and in-service training for teachers.

The Bureau of Basic Continuing Education of the New York State Education Department accepts these differences in teachers and operates in New York City a demonstration in-service program in which teachers of English as a Second Language to adults proceed toward training objectives through the means and at the rate most appropriate for each of them. This program has been made possible through a special project grant from the Adult Education Branch of the U. S. Office of Education.

The Bureau brought to this demonstration project the experience it had gained from the use of programmed and self-directed reading materials in learning laboratories in the New York State A.B.E.Program. These learning laboratories served as the model for the establishment of the English as a Second Language Teacher Education Center in New York City.

At the ESL Teacher Education Center teachers administer their own diagnostic tests to determine the training materials through which they will proceed. Most of the training at the Center is done with course materials specially prepared by the Institute of Modern Languages under contract to the New York State Education Department. These course materials are arranged in five learning units:

1. The Nature of Oral Language
2. Teaching Listening and Speaking Skills
3. Teaching a Dialogue and Teaching Response Sequence
4. Teaching Pronunciation
5. Teaching Reading and Writing Skills

In addition to these special training materials, the Center houses a variety of films and reference books on language learning and teaching techniques, and the comprehensive Teacher Education Program (TEP) distributed by English Language Services.

Teachers from federally-funded adult basic education programs in the New York City area are referred to the Center by their program supervisors, and after an initial orientation, use the Center at times of their own choosing. Between October 15, 1971 and June 30, 1972, over 300 teachers will have received training at the Center.

The Bureau will continue to operate the Center as a service to adult basic education programs in the New York City area and the special training materials will be available for nationwide use through the Institute of Modern Languages by late Fall, 1972.

AN ESL TRAINING PARADIGM

Dr. James R. LaForest
West Georgia College

It doesn't seem so long ago that teaching English as a Second Language was simply a program to help prospective citizens pass some kind of literacy test. Little thought was spent on developing language skill and facility, effective teaching methodology, and efficient teacher training.

While the theorists and practitioners have developed the sophistication level of content, skills, and methodology for professional ESL people, the same level of sophistication apparently has not been obtained for the training programs involving inexperienced ESL practitioners and teachers of Adults.

Marginal programs too often breed marginal goals and instructors. The use of such people has often been necessitated by exigencies of budget, time, and available manpower. Our ESL educational programs are forced to make, in some cases, crippling compromises that are not remedied by necessary training programs. Marginal programs need not breed marginal training and this syndrome must be defeated.

It is the contention of this paper that well organized, directed and administr training programs may be the best single weapon for reducing marginality of instruction and methodology. To accomplish this, such training must be a unique adventure into sensitizing the potential instructor to the unique needs of content exposition and its relationship to the adult learner. Training has to be more experiential and must inculcate in the participant a willingness to "violate", whenever the unique demands of ESL are identified, "truisms" from his former training. Training must be supportive and this is usually best accomplished by ongoing in-service education following an initial training effort. Lastly, training must have a theoretical basis for the novitiate which will enable him to prepare himself for student orientated instruction.

It is in the light of the preceeding notions (which could well be regional in impact) that this paper seeks to discuss viable training as a series of occurrences interfaced with experiential activities. It does so by discussing five relevant operational assumptions, reviewing four planning constraints, identifying the four teaching goals such a program must meet and briefly discusses eight theoretical assumptions as well as training pretenses which will color a training program.

Operational Assumptions

A. TYPES OF TRAINING - Long term vs. short term.
B. TYPES OF CLIENTS - inexperienced vs. experienced
C. LANGUAGE FACILITY - indigenous vs. non-indigenous
D. CLIENTS' POPULATION - sophisticated vs. non-sophisticated
E. TRAINING GOALS - training vs. re-training

Planning Constraints

1. Time, 2. Finances, 3. Resources, 4. Space

Teaching Goals

MASTERY OF: SOUND SYSTEM, STRUCTURE, WORKING VOCABULARY - teaching techniques to accomplish 1-3.

Planning Constraints
Theoretical assumptions

1. Oral-aural approach
2. Active materials
3. Constant use of language
4. Simple to complex organization
5. Obtainable objective
6. Excellent modeling
7. Practice and role playing
8. Establish pretenses (i.e., language is unwritten)

Measurement of Student Progress

Dr. Donald W. Mocker, ABE Specialist
University of Missouri-Kansas City

Before one can understand measurement and evaluation, the relationship these components have to the teaching-learning process must first be established.

Teaching - Learning Process

1. Establishing Goals and Objectives
   Goals give very general direction, whereas objectives are more specific statements of desired outcomes of the adult's behavior. Within certain prescribed limits, the determination of goals and objectives is a cooperative process between student and teacher.
2. Collecting necessary background information
   Information which may have some affect on the teaching-learning process, such as cultural and previous learning patterns. At this stage individual differences are determined.
3. Curriculum Planning
   This step is where the teacher takes the students' goals and objectives and and combines them with the background information to formulate an individual learning plan.
4. Teaching
   At this stage the plan is impleminted.
5. Measurement
   The process of determining whether the objectives established in Step 1 have been met & what basic skills are needed to attain those objectives.
6. Evaluation
   Evaluation is the process of determining the worth of the total process. That is, looking at all the components to determine if modification is needed.

Measurement of Student Progress

To measure student progress, the test, or measuring instrument, must adequately reflect the objective (s) the teacher and student has established. The traditional standardized achievement test will only help measure academic gains, which may have nothing to do with why an individual has enrolled in the ABE Class.

In addition to measuring specifically stated objectives, attention must also be given to a person's general reading ability and pin-pointing the specific reading skills which need attention before his objectives can be achieved. Regardless of an adults' objective, reading is the common denominator for all students because of the symbolic world in which we live. Informal reading inventories such as the one developed by Dr. Robert Leibert at the University of Missouri - Kansas City will help adult educators diagnosis these needs.

More and better measurement instruments are not the only answer. Good instruments are available and improving all the time. Adequately trained teachers are the answer. For measurement to result in improved instruction, the teacher must understand the process of measurement (which includes test interpretation) and its relation to the total learning process.

BASIC EDUCATION: EVALUATION OF STUDENT PROGRESS

Ann P. Hayes
Appalachian Adult Education Center
Morehead State University

This paper is concerned with what changes in behavior are expected in the basic education of disadvantaged adults -- not from the viewpoint of setting fresh behavioral objectives, but from the standpoint of deciding which data to collect for evaluation.

Goals are viewed from the viewpoint of the student, the programs, and the society as a whole.

As a framework for considering goals and the data to be collected to evaluate the meeting of those goals, Pruitt's five cumulative levels of career education are useful:

Level I - The succession of jobs in a life span, considering the here and the now. What jobs are open? What skills, knowledges, and attitudes are needed to do them? What is needed to move up a career ladder?

Level II - The fulfilling life, considering the here and now. What are the skills, knowledges, and attitudes needed for the home, the community, and leisure time? This level is necessary to be an effective worker as well as owing it to the individual himself.

Level III - The new capabilities to be needed in the future. For example, what are the skills, knowledges, and attitudes needed to participate in decision making? In group problem-oriented work?

Level IV - The humanizing environment of the future. Skinner says that society has the technology of science and now needs the technology of behavior to provide options which reinforce and facilitate individual life styles.

Level V - The decision-makers (bosses) must understand the sharing of decision-making and provisions for growth.

The Adult Education Act of 1966, essentially a piece of anti-poverty legislation which accounts for about one-fourth of the federal funding for adult basic education, has three stated goals: (1) to overcome English language limitations; (2) to improve education; and (3) to become more productive and responsible citizens. The latter two goals can be considered anywhere on the five levels of career education. The most common means of evaluation are: (1) standardized achievement tests after a certain number of hours which consider general reading and arithmetic goals, and (2) The number of graduates (and drop-outs) employed. Roomkin, for example, has proposed cost benefit analysis as a rational evaluation approach for ABE. These two kinds of data make it punitive to the ABE program desiring continued funding to enroll the hard-core non-reader (the prime target student), since research shows his rate of achievement is slower than that of the GED-preparation level student and since it will be longer before he is employed at a living wage (not to mention that alternate delivery systems must be developed at additional cost to reach him at all). Few programs are collecting data concerning skills, knowledges, and attitudes for a job sequence for open jobs in the present labor market. (Level I), let alone considering collecting data at the other four levels. For the present, in order for programs to be useful enough to society so that it will continue to support them; in order for programs to be able to withstand evaluation which justify their longevity; and in order that adults will gain from participation in ABE rather than losing through unreachable aspiration, much of the existing training can and should continue, but the expectations for and, therefore, the evaluative data to come out of the training must change. Shearon's

EVALUATION OF STUDENT PROGRESS

Dr. Joseph C. Paige, Dean
School of Community Education
Federal City College, Wash., D. C.

Evaluation is the primary tool for improving the quality of ABE programs. If the results of any evaluation are not translated into making the program more effective, then the evaluation has been a waste of time. No matter whether it is program participants, teachers, administrators, success on the job and in the home, or the combination of all these components which is being evaluated, the results must be applied through program reforms if the evaluation is to have legitimacy.

There is nothing terribly revolutionary about the above statement, yet virtually every ABE administrator or teacher I have ever known seems to feel severely threatened by evaluation. I think their fear stems not only from uncertainty about the effectiveness of the methods they employ and their inability to control the social, economic and political factors which influence how much and how fast an undereducated adult learns, but also from a lack of understanding how evaluation results can be translated into program reforms which will help the ABE participant better cope with his life situation.

I do not profess to have any, and certainly not all, of the answers. I do know that the attitudes and results of present participants, teachers and administrators must be constantly evaluated, as must the attitudes, abilities and achievements of graduates of ABE programs. These results should be used as a basis for updating materials, in-service training for instructors, changes in program format and design.

Membership In The Commission On Adult Basic Education--AEA

Members of the Commission on Adult Basic Education are expected to be:

1. Involved in adult basic education
2. Willing, and able, to take an active part in the work of the Commission by:
   - A. Participating in meetings and conferences conducted by the Commission
   - B. Working on committees of the Commission
   - C. Contributing items for the ABE News -- the new publication of the Commission

It is expected that persons eligible for membership in the Commission will become members of the Adult Education Association, if they are not members at present. Commission membership is free to AEA members.

Persons who wish to apply for membership in the Commission are requested to fill in the form on page 15 and mail to the address listed.

GIMMICKS, GADGETS OR GUARANTEES

Helen Solana Giuliano, Laboratory Supervisor

In many instances Learning Laboratory connotes an educational playground of steel and celluloid, of cogs and push-buttons. An Educational wasteland of gadgets and gimmicks that tease and tempt the mind, but do little to teach it. Those espousing the above, tend to be regressive reactionaries, who also claim that laboratories are dehumanizing and insensitive.

I wish to dispell the gadget and gimmick theory and interject the realities of educational guarantees. Guarantees that are neither dehumanizing nor insensitive.

What are the educational guarantees that a learning laboratory offers?

1) It offers a controlled setting where students can systematically be exposed to an instructional offering that has been proven to "do the job".
2) It offers a setting where a wealth of field tested materials can be accessible to service an eclectic approach to learning.
3) It provides a learning enviroment where the optimum in individualized instruction can occur.
4) It provides a stabilization or solid core to Adult Education Programs, which have been known to fall victim to the vagaries of federal funding. It is elastic. It can expand or contract accordingly.
5) It can function adequately with para-professionals under professional supervision/or as most desired, at high success levels with both para-professional and professional staffing.
6) With machine assisted learning, it provides an aspect of reinforced learning and repetition that no human is capable of duplicating.
7) For the student, it personally provides an environment where educational defacing is minimized, if not totally eliminated. Multi-level students can work side by side not in competition with one another, but with a feeling of comradery that each is striving to reach a similar goal, even though their starting points may vary greatly.

How do these points relate to dehumanization and insensitivity? It can best be stated in simple terms: a learning laboratory is a living organism, that is comprised of a staff that is chosen for its abilities to relate, to care and to be flexible; a staff that strives to find a better way to meet its students' needs. Successful learning labs are successful because their staffs have been able to interject the human element in all aspects of laboratory work.

Above all, learning laboratories are extremely sensitive to student needs because they are the settings in Adult Basic Education where we have the greatest guarantee of meeting those needs.

INDIVIDUALIZED INSTRUCTION----A FRAME OF REFERENCE FOR ADULT EDUCATION

(Seminar: Learning Laboratories as Instructional Tools)

Raymond E. Morrow, Director
Springfield Public Schools

A definition for the concept of Individualized Instruction is not an easy one to discover. That is, not one that would be acceptable in total. Varying in its depth of meaning as described by different individuals, it becomes apparent that the intrinsic methodology found in a program of individualization will range in complexity from the very simple to the highly involved.

The Concept of Individualized Instruction What is a concept? The dictionary provides a most simple answer: an idea. Like most ideas, as stated above, they vary from person to person. The following concept should be considered as a baseline in establishing individualization as an integral part of Adult Education programs. It is by no means all inclusive.

Individualization can be thought of as a method of learning so designed that the immediate and basic needs of one person is provided for. The method allows the individual to become actively involved in his own learning process. Considering the problems facing the adult learner, this process should be made available at a time convenient for him while the pace of comprehension, established by the learner, provides the opportunity for success prior to advancement. Possessing academic strengths and weaknesses, initial placement of the learner must reflect actual achievement in each area of study. The above concept is purposefully offered as a rather broad view of individualization and is all encompassing. Being overly specific would impede the need for flexibility and lay the foundation for rigid instruction.

Several important facets of the concept that should be strongly considered are as follows:

1. This is a method of learning, not a panacea----an alternate or addition to what is presently being incorporated in the program.
2. The individual is the prime target of all efforts. Whether working in seclusion or in a group, he is programmed as an individual. Lip service to this end produces little progress.
3. Being actively involved dictates the need for a curriculum based upon a variety of multi-sensory materials, self-teaching in nature, which allow for alternate routes of study.
4. The learning process is conceptual in itself and merely indicates the activities selected by the learner in which he feels that success and understanding will be the greatest. This is not a definition of how learning takes place.
5. Large and continuous blocks of time are required to accommodate each student as he sees fit. With numerous outside responsibilities, the adult student does not always find time to fit into rigid class schedules.
6. A self-established pace of comprehension reduces the pressures to complete studies often inherent in group instruction. This is not to discount group instruction as a viable form of learning.
7. Proper initial placement provides for quicker success and fewer program changes.

To implement a true program of individualized instruction requires a great deal of pre-planning and dedication. It will become the more demanding aspect of a program, but in all probability, more rewarding.

"LEARNING LABORATORIES AS INSTRUCTIONAL GOALS"

Mr. Wm. M. Jacquis, Supervisor
ABE & HSE
Washington Irving School

"The learning laboratory concept is based on the need for an instructional system in which the characteristics of each student would play a major part in the selection of objectives, materials, methodology, and time. Moreover, the presence of a wide variety of educational needs and interests among adult students demands a teacher role different from that normally found in the traditional classroom. In the learning laboratory, the "teacher" becomes a facilitator of learning, or a "Coordinator." The Coordinator creates a learning environment with a view to realizing predetermined objectives and utilizes all resources at his command, numbering himself among the many. The Coordinator thus oversees a highly individualized educational environment in which the adult can learn at his own pace in an instructional program uniquely suited to his needs." *

The development of learning laboratories in adult basic education has been an attempt to respond to the needs of students, and to take into account the differences in objectives, educational backgrounds, learning rates, and available time.

It has also become apparent that, whether in a learning laboratory or in a self-contained classroom, this kind of educational program requires a set of teacher behaviors somewhat different from the traditional role. This is not unique to adult basic education, but is becoming evident throughout educational systems.

The learning laboratory presents itself as an excellent instructional tool in staff development. The classroom teacher, assigned to work in the learning laboratory under the direction of an experienced "coordinator," can acquire information about individualizing instruction in a real situation. Increase knowledge of programmed and self-directive materials, instructional hardware, methods of diagnosis and evaluation, record keeping systems, and flexible scheduling may be acquired in an "on-the-job" setting where theory is confirmed, revised or modified by experience.

This writer has provided such an experience for the majority of teachers in his program. In virtually all cases, an increase in individualized instruction was evident in the classroom when the teacher returned to that responsibility.

One further benefit might be reported. There was an improved relationship between the staff of the learning lab and the regular teachers, resulting in a higher rate of referral of students for partial lab instruction, more appropriate referrals,. and better coordination of effort between the two.

* How to Make Seccessful Use of the Learning Laboratory, P. 5 Peters & Ulmer, Prentis Hall

Mrs. M.D. Haendle
Director of Regional Coordinators
Literacy Volunteers, Inc.

Literacy Volunteers, Inc. Defined - Literacy Volunteers, Inc. is a volunteer agency whose stated purpose is to recruit and train volunteers to teach basic reading and writing to adult and teenagers who are functionally illiterate. The professional staff is small, and the emphasis has always been on the volunteer and his student, a one-to-one team.

Scope of present program - Since it's inception as a local program in Syracuse, N.Y. in 1962, Literacy Volunteers has grown to include 34 affiliates in New York State, Maine, Connecticut and Massachusetts. Each affiliate is volunteer led and manned, and each requires volunteers to take the same training - an 18 hour Teacher Training Workshop. Currently, there are 1,300 volunteers working with 1,400 students in the areas mentioned. The volunteers work with students in the community at large, in ABE, in junior and senior high schools, in prisons, and in industry. Regional coordinators provide the needed staff support.

Recognition of the Program - In July, 1972 the Department of Health, Education and Welfare awarded a U.S. Office of Education grant to Literacy Volunteers, Inc., to enable the agency to expand its program into three new areas- Connecticut, Massachusetts, and New York City.

In addition to this, the National Reading Center, in its first issue of Adult Reading Development named the work of Literacy Volunteers as "first in a series on major partners in the national Right to Read effort."

Literacy Volunteers Publications - Literacy Volunteers has prepared for publication READ, a diagnostic test, TUTOR, a text for volunteer teachers of basic reading, and LEADER, a guide for leaders of volunteer literacy organizations. These will be available from Follett Publishing Company in 1972.

What Makes a Volunteer Effective? - Volunteers are a special breed. Their potential has never been fully realized, but educators - among others - are now beginning to eye them greedily as possible aids in solving some of the staggering problems of the teaching field today. But unfortunately volunteers are often misused, if not actually abused. What does a volunteer need?

First - a volunteer needs an orientation to the role he has chosen, and an explanation of the commitment required. Literacy Volunteers interviews each prospective volunteer, explains the problem of adult illiteracy in his community, communities resources available, the training he will receive, and his commitment of at least one year of teaching one student for two one-hour periods a week.

Second - the volunteer needs excellent training. Literacy Volunteers trains the volunteer thoroughly in specific teaching techniques, teaches him how to test his new student, and provides him with insight into the world of the student. All this is done by translating professional methods into terms clearly understandable by volunteers. No threatening educational jargon is used.

Third - the volunteer needs to be supported. Literacy Volunteers, through its own organizational structure provides a volunteer supervisory system. Help, advice, or just a "listener" is always available, as well as library resources and staff assistance when needed.

Fourth - the volunteer needs to learn about new materials, methods and techniques as they are developed or discovered. Each Literacy Volunteers affiliate holds regular in-service training sessions, and in addition state or regional seminars for affiliate leaders are held annually.

Fifth - the volunteer needs satisfaction - and this is the plus that comes from serving a particular need of another human being.

VOLUNTEERS IN LITERACY PROGRAMS

Helen B. Pinzi, Supervisor
New Haven Adult Basic Education Program

The New Haven Adult Basic Education has been operational since June of 1963. When the program was being planned by a Literacy Committee the use of volunteers was built into the program design. Therefore the New Haven Adult Basic Education program has had a well organized background in the use of volunteer teachers. To date 735 volunteers have been recruited, trained and have served in the program. At present 225 volunteers are serving on a regular basis.

THE PROGRAM'S PHILOSOPHY ON VOLUNTEERS:

This philosophy, which has evolved through input by volunteers themselves, the Adult Basic Education teachers and the supervisor, works best for New Haven. With some modification to meet local conditions it should work for other cities as well:
Each Adult Basic Education class is taught on an individual or small group basis by a professional teacher who carries full responsibility for planning, teaching the class and supervising the volunteers.
The Adult Basic Education teacher is hired only after the supervisor has ascertained that she has the sensitivity,patience and flexibility to work with volunteers as well as adult students.
The volunteer need not be a teacher or even a college graduate.
The volunteer holds high priority in the New Haven Adult Basic Education program. He is second only to the student.
The volunteer usually works only one class session per week. He assists with teaching and tutoring and does not do clerical or "busy work."

RECRUITMENT

The supervisor of Adult Basic Education carries full responsibility for volunteer recruitment. This is accomplished through an extensive Public Relations program of: Talks on the program to community groups (churches, Rotary, Lions, PTA, Etc.) Membership on various committees and boards)YWCA, Community House). Extensive newspaper, radio and T.V. publicity not only on the need of volunteers but the great community service they perform. Each new recruit is personally contacted by the supervisor or other staff member.

PRE TRAINING

Volunteer application and pre-training packet is mailed to the prospective volunteer. Packet contains booklet "Help For Volunteers", which is the backbone of volunteer pre-training material. Volunteers are assigned by the Coordinator of Volunteers (a teacher who devotes several hours a week to this). Assignments are based on skills, hours available and where needed in the program. A visit to the Adult Basic Education office is arranged to view materials and to meet the staff. The volunteer observes in the class to which he has been assigned.

TRAINING

Pre-class meetings are held with the class teacher. Periodic workshops for volunteers are conducted by the supervisor or master teacher. At least once yearly a joint workshop of professional teachers and volunteers is held; it usually runs from late afternoon through the evening and includes a supper hosted by the staff.

CONCLUSION

A successful volunteer program requires organization, on going staff attention, and recognition of the important role of the volunteer in the program.

The Value of Effective Volunteers

Title of Seminar: Volunteers in Literacy Programs

Sister Marita Anna Fox, S. C.
Director, ADEPT Associates, Inc.

Why Use Volunteers?

There are just not enough professionally trained persons to satisfy the present needs in the adult basic education field. And if there should be a spot where there are sufficient teachers - then the money is missing.

However, the most important "why" for volunteers is that they bring an extra touch of personal concern and interest in helping their less advantaged brethren. Adults sense this concern and a rapport is readily established between the volunteer and the adult learner.

How and Where to Recruit Volunteers?

In banks and industrial corporations there are countless men and women desirous of becoming involved in helping their fellow-men. If the organization planning to use volunteers takes time to interview them, watch for prejudice and attitudes, sets up a definite work and time schedule there should not be a high attrition rate, as is sometimes claimed. If the volunteers have degrees, they will still need training, if they are to go in as teachers. Volunteers have often stated that they have received more satisfaction than the students themselves.

Necessary Effective Qualities for Volunteers

1. Sensitive awareness of the personal feelings of adults who may not know the very basic rudiments of learning. Some of them have spent years trying to hide the fact from their children and neighbors. It is well to remind the volunteer that the adult learner may have education in other ways other than school or book learning. He has experienced life - many times the hard side of life - frustrations, disappointments and poverty.

2. Successful volunteers must be flexible. The teacher, at times, mus be willing to forego his well planned lesson if the class wishes to discuss another topic that may bring learning to the group in another area.

3. Volunteers must be dependable. The very thought that this group of adults is depending on him should permeate the volunteer. He is <u>needed</u>, <u>wanted</u> and <u>valued</u>, not only by the Administrator but mostly by his students.

INSTRUCTION IN GED PROGRAMS...

Charles T. Morgan, Director
Bergen Community College

WANTED--More Experiments

It appears that in the G.E.D. classroom, we are experiencing a slowdown in the development of new and useful methods of individualizing learning objectives for our adult clients. This lag may be caused by disappointment with the various commercial "packages" introduced during the growth period of programmed and semi-programmed materials designed for G.E.D. instruction. Hopes of overcoming the heterogeneous nature of the client population seldom were realized and many innovative teachers returned to more traditional methods.

However, we should be careful not to assume a necessary relationship between individualized instructional methods and the commercial "packages". Our talents should be spent in developing better adult education classroom techniques without loyalty to any one publisher. After all, adult educators seldom have relied on packages in the past and should not be convinced that it is necessary to do so in this case. Every effort, therefore, should be made to develop new models for using tailored and semi-tailored curricula in G.E.D. classrooms, and teachers who can accept the challenge should be given every opportunity to explore and design new methods.

COMMITTEE METHOD

One classroom technique, that appears to be growing, is commonly referred to as the "committee method". As implied by the label, this technique uses a concentrated small group approach in the attempt to tailor lesson objectives for various committees, i.e. committee on review of fractions, and so on, depending on the diversity of the group. Materials are selected and put together prior to the meetings, and during class-time the instructor monitors each small group and makes whatever input necessary. This method allows adults to study and progress at various levels in the curriculum or, if necessary, in different materials altogether. Of course, the committees are re-grouped around different learning objectives when necessary. Teachers who are presently experimenting with this model are usually prepared with back-up materials for those who need additional exposure as well as for those who surpass that day's lesson.

NECESSARY

The success of any attempt to develop or increase individualized classroom methods will be dependent upon how much the teacher knows about and understands the adult's needs. To better understand the academic needs of the student, it will be necessary to make better use of available diagnostic and achievement tools and to increase the role of the teacher in the intake and placement procedures of the program. An increased number of learner-teacher interviews, regarding progress and problems, is also required to enhance success. The information gathered by these necessary steps will play an important role in determining plans of action for individual students and will hopefully increase the probability of success on the G.E.D. test.

FUTURE MODELS

It is hoped that G.E.D. teachers will take a new look at programmed instructional materials and will use them where and when they work. In cases where they do not, it is further hoped that these adult educators will develop and introduce innovative models of individualized teaching methods. Individualized instruction is one major answer to the need to offer a more flexible learning experience to adults and to reclaiming dropouts whose initial learning experiences were obviously non-rewarding.

Instruction In The High School Equivalency Program

John. H. Tracy, Supervisor
Adult Learning Center
So. Pearl Shop. Plaza, Albany, N. Y.

High School Equivalency programs are as old as the hills. As professionals have taken a closer lood at GED (General Education Development) programs many new innovations have occurred. High on the list is pre-service teacher training, followed by establishment of instruments to predict successful passage of the GED examination, emphasis on advanced reading skill development, sophisticated combinations of hardware and software and a teaching methodology based on individualized and group instruction techniques. All these have been motivated and initiated by the vast forces of change in education today.

Adult Basic Education programs, the expectations of society, and the demands of the job market have probably created the greatest need for improved High School Equivalency Programs. There exist now complete GED packages which operate in toto from 100 to 240 hours. Because of their development teachers today must be provided with 3 to 6 hours of pre-service training so that they know how to operate the packages, provide the right mix of materials, know when to test, how to diagnose actual performance on the tests and operate any equipment included in this package.

Entrance criteria of 7.5 grade level on any standarized acheivement test, e.g. California Acheivement Test '70 or Metropolitan Acheivement Test, in reading & math skills have become the accepted nor,. Failure to demonstrate minimum entrance requirements now means placement in a learning laboratory or a pre-High School Equivalency class for more in-depth diagnosis of needed skills. Here individual instruction is given to quickly raise the adults' skills to a level where success in the equivalency program is assured.

If initial test results show superior skill development, the adult probably will be given the GED application for immediate processing. At this time, he may also be scheduled to take five predictor tests which correspond in many aspects to the five GED sub-tests. These predictor instruments may reveal surface weaknesses which can be corrected by use of program materials while the candidate waits for the equivalency examination. If an adult student has come up through the ranks of Adult Basic Education classes or if initial entry testing demonstrates adequate skill development - 7.5 Reading and Math grade levels - he will be met by a friendly competent teacher. His teacher will be prepared to diagnose and prescribe instruction for specific knowledge in English Usage, reading comprehension skills and content knowledge in Literature, Social Studies, Science and Mathematics.

Are these students locked into the class for the duration? No. At selected intervals usually determined by successful completion of blocks of skills, these students will take the predictor tests either individually or as a group; the intent being to register those students for the GED examination as soon as possible. Instruction now is via video-taped lessons in Mathematics, closely supervised combinations of programmed and self-directed software, and machines, e.g., the EDL Controlled Reader with appropriate filmstrips.

To offset the tremendous pall level inherent to individualized instruction and to accomodate those topics which either are too difficult for the average GED student to master or do not readily lend themselves to sequential development, group instruction is provided. Insummation the modern High School Equivalency program is open ended, geared to meeting the individual abilities of the student, self-critical and easily evaluated.

Designing Instruction for Student Needs

Ethel Schmidt, Research Associate
Research for Better Schools, Inc.

Underlying basic education is the assumption that only the literate adult can participate fully in present day American life. Literacy implies the ability to deal successfully with a variety of situations such as completing applications, locating a desired office or department in a large building, recognizing the difference between a news article and an editorial in the local newspaper, reacting appropriately to memos relating to employment, your child's school performance - the list could go on and on. Broaden the concept of literacy to include computational ability sufficient for simple tasks such as developing a budget, performing household carpentry, adjusting recipes etc. and the number of such situations is greatly increased.

Next let us consider the almost endless variety of characteristics found among pre-literate and semi-literate adults. Although all may share approximately the same literacy level, differences in chronological age, aptitude, level of motivation, state of health (physical and mental), and life experience all combine to make each student unique. Another variable that must be recognized is the teaching/learning situation itself. Students may attend of their own volition or as a condition of receiving public assistance or parole. Classes may be held in the community or as part of a program for institutionalized adults. Student-teacher ratio and the level of teacher competence differ widely from one situation to another.

An instructional program capable of responding to the range of differences suggested above must be individualized. To make the best use of time and to maintain student interest it is also necessary that each adult be taught only that which he does not already know. The problem now becomes how to go about constructing such a program - in this case mathematics and communication skills from 0 to 9th grade level.

First the sub-skills in each discipline must be indentified, ordered, and grouped according to some system. Evaluative instruments can be constructed and validated. These instruments permit each learner to enter the learning sequence at a place appropriate for him.

Assuming an identifiable learning hierarchy, it should then be possible to adjust the instructional sequence in terms of 1) the rate at which concepts are introduced, 2) the level of abstractness at which they are presented, 3) the instructional mode employed, and 4) the kind of practice afforded each learner. An ongoing monitoring system designed to obtain objective evidence of the degree to which the instructional program fits the learner's needs can identify dissonance when it exists and adjustments can be made as needed.

In response to the requirements outlined above, Individualized Learning for Adults has been designed by Research for Better Schools, Inc. and is now completing its third year of field testing. The Communication Skills program presently consists of performance objectives organized in areas and arranged according to difficulty from A to H levels. There are eight Entrance Tests, fifty-four pre and fifty-four post unit tests, one hundred and fifty-eight instructional booklets, fourteen handwriting booklets, and thirty-seven cassettes. Performance objectives have been written and ordered for the Mathematics program. There are, at present, five Entrance tests, thirty-six pre and thirty-six post unit tests, and two hundred and eighty-two instructional booklets in this program.

There is still much to be done to both programs. Teachers, students and research workers all give curriculum developers direction. The task is a tremendous one but the goal of literacy for all adults is well worth the effort.

EVALUATION RELATED TO OBJECTIVES AND GOALS

Elmer N. Fleming, Principal
Forest Hills Adult Education System

Just as the delivery system of A. B. E. institutions has many components, such as volunteers, teachers, counselors, administrators, school facilities and other supportive agencies to assist the learner, there is a set of components or goals and objectives, possessed by the adult student. They may be developed with the assistance of the instructor and they must be referred to, if a realistic appraisal of student progress is undertaken.

Although it is perhaps useful, for the progress of the student, that specific areas be broken down into a compartmentalized approach for evaluation purposes, some thought by adult educators must be given to measuring the overall change in attitude of behavior in the student. This is not an easy chore to undertake by the instructor.

CONTINUOUS CLASSROOM EVALUATION BY INFORMAL ASSESSMENT OF DAILY ACTIVITIES

The teacher is directly involved in this process.
This is one of the best ways of evaluating progress.

SOME DRAWBACKS

Instructor may tend to overlook instances in which desired changes are not being produced.
Instructor may emphasize minor successes.

USE OF FORMALIZED TESTING

The objectives of the testing program must be clearly defined.

The following questions should be asked:

1. What are we looking for?
2. Will we find it with this test?
3. What do we intend to do with it?

The test-giver should have the answers to the above questions before the adult is subjected to hours of testing.

SHORTCOMING

The use of formalized tests should only be used whenever the tester understands this technique. Many adults have "dropped-in" to our programs because of the notion that they would not be subjected to the abuse caused by improper testing techniques.

MEASURING THE PROGRESS OF STUDENTS IN ATTAINING GENERAL GOALS (OR ACTIONS)

In attempting to measure the progress of students in terms of less defined objectives, the process might be more difficult to institute and the results or interpretation of this evaluation may be unclear. How does one measure the change in attitude or behavior regarding citizenship in the learner? Malcolm Knowles indicates that Things you do as a result of your learning are likely to produce better answers than, "What do you think you learned?" This approach to evaluating general goals places reliance on the actual involvement of the student in the procedure.

JOB-UP-GRADING AND PRE-EMPLOYMENT

Mrs. Doris Moss, Project Director
The Adult Education Act of 1966, Title III

I would like to address myself to the current role of the Title III ABE program in New York City regarding its educational involvement in job-up-grading.

While vocational involvement was not the primary purpose of the Title III Adult Education Act, in fact such an involvement has very definitely taken place in New York City over the past several years. Title III ABE classes have been and are currently being held in industrial sites for workers who are reading on less than an 8th grade level. Their lack of reading and mathematical skills serves to lock them in low level jobs and makes job-up-grading virtually impossible.

A substantial number of the more than 4,000 students enrolled in the New York City Title III program do, after increasing their achievement level in reading and mathematics receive job promotions and new jobs. The guidance staff is very much involved in this aspect of student need. However, I would like to detail two facets of the Title III program which are specifically geared to improving academic skills in a vocational context.

One facet is the Title III program which takes place in 9 hospitals in New York City. The classes are conducted on the hospital sites. The students are staff personnel mostly in entry level positions in food services, building maintenance departments, etc. They attend class for six hours per week either before or after their working day. In some instances the hospitals give 1/2 release time for attending class. The classes are for ESL students as well as for basic education. According to hospital studies participation in the program has made a vital impact on up-ward job mobility for the students.

A job oriented curriculum in ESL, mathematics and reading has been prepared by Title III ABE Staff with funding from the Hospital Training and Up-Grading Fund of Local #1199, which is tailored to meet the needs of hospital workers. This material is being field tested in the program with the approval of the State Education Department and may be made available shortly for nation-wide distribution.

In addition to these hospital classes, a New York State Civil Service G.E.D. program is operated by the Title III program. This takes place at Pace College in Manhattan and the Title II Arthur Avenue Learning Center in the Bronx. In a "learning lab" set-up students referred by State Civil Service departments are prepared for taking the High School Equivalency Test within 240 hours. Since its inception last April, over 90% of the students have met with success in passing the examination. Feed-back from civil service informs us that in every instance there has been job-up-grading as a result.

There are a number of other Title III classes conducted for industrial and labor organizations - such as Hotel-Motel Trades, American Chicle Company, Bulova Watch Company, Appliance Industry Associates.

It is hoped that increased funding will allow the Title III Program to make even greater inroads into the world of industry. It has been demonstrated that the needs in this area are critical, and that high student motivation plus relevant educational programming can effectively lead to job-up-grading.

NEW HORIZONS IN INDIVIDUALIZED ADULT TRAINING SYSTEMS

Donna M. Seay, Southeast Director
Technical Education Research
Centers, Inc.

Introduction

Individualized training programs have been highly successful in raising the achievement levels of disadvantaged students and hold great promise for wider applications in adult education. In a current project the Southeast Technical Education Research Center is engaged in training the administrators, learning managers and aides who will establish and operate an Individualized Manpower Training system. These professionals are being trained using the same self paced, individually prescribed instructional process that has been successful with students.

A Series of Programs for Staff Training

Staff training in the IMT System is accomplished in a series of programs, each with a clearly defined goal.

ORIENTATION: This initial program (1 day) acquaints the staff and interested administrators with the capabilities, characteristics and advantages of an IMT System. The phases of the training, the materials to be used and the results to be expected are discussed in broad terms.

ESTABLISHING: In this second meeting (2 days) a detailed plan for acquiring the necessary materials and equipment is formulated, floor plans are tailored to the needs of the facility and a timetable is prepared for accomplishing all tasks necessary to establishing the IMT System. At the scheduled times, operational and support staff are hired to assist in the establishment process, to select and schedule trainees and to receive pre-service training.

OPERATION: During the staff training program on operating the IMT System (5 days), the staff receives individually prescribed training programs in all phases of the system. They learn to INTERVIEW the trainee and assist him in choosing an occupational goal (using tests and exploratory activities such as tours and work sample experiences). They are trained to DIAGNOSE the trainee's specific learning achievements and to PRESCRIBE a study schedule tailored to improve them. In the MANAGEMENT phase, staff members are trained to use behavioral modification techniques to increase the trainee's motivation to learn. The EVALUATION phase teaches the staff members to test a trainee to determine the effectiveness of the prescribed training.

INTERNSHIP: In this important program the new staff member "learns by doing" at an established Learning Resource Center where the IMT System is in operation. Here experienced learning managers provide reinforcement and guidance while the new staff member practices the new skills.

TECHNICAL ASSISTANCE: The TERC staff is available to provide back-up technical assistance during establishment, the internship and after the new staff begins operating the System. Assessment of the staff training, establishment and operation then provide the feedback needed to improve the staff training programs and the IMT System.

EDUCATION FOR BECOMING

Catherine E. White, Senior Editor
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Adult educators are concerned with education for becoming — for the student — becoming a learner whose personal needs and goals are emotionally and intellectually satisfied through a self-directed pursuit of knowledge, understanding, and skills; for the teacher — becoming the change agent who considers what can be done to the instructional program so that it better accommodates individual human beings. Students possess tremendous unleashed potential. It is our task to unleash this potential. Education is a potent change agent and it is the means of economic and social mobility in the United States.

If the goal of curriculum is defined in terms of providing a sense of mastery of events, several things become immediately apparent. First, it is necessary to depart from generalizations, for the generalized student simply does not exist. It becomes critical that education be personalized because, although classrooms contain people who share many things in common, at the same time, they are in many ways unique. Individual uniqueness must be recognized and teachers must become skilled in diagnosing and prescribing to the unique characteristics of each student.

Many educators are in the process of redefining the learning environment and the role of the teacher. Some have addressed themselves to the logistics of providing individualized, self-pacing instruction for students of varying backgrounds and abilities. And many are addressing themselves to the definition and attainment of learning outcomes. However, the White Plains Adult Education Center is unique in that it has already redefined its learning environment and has evolved and codified an explicit curriculum incorporating the points mentioned.

Its students are carefully placed by both informal and formal diagnosis. An inclusive core curriculum, incorporating staff development, performance objectives, and frequent progress evaluations has been developed and implemented.

The core curriculum is flexibly designed so that a maximum of individualization and self-directed study occurs. Most important, the core curriculum, which constitutes the developmental program, is augmented by a special remedial program. Students who do not progress satisfactorily under the developmental format, or who demonstrate or express specific needs, are eligible for flexible scheduling which includes remedial reading or remedial math. Such students are given careful diagnosis, then programmed and monitored through sequential skill building exercises designed to remediate their weak areas. An unusual feature of the White Plains program is that students may experience remediation along with and in addition to their developmental program.

Operation of such a complex program presupposes a great deal of thought and planning. It also presupposes a thorough analysis of the skills to be taught and identification and delineation of the materials which can be used to accomplish the learning objectives. Their "Taxonomy of Reading Skills for Youths and Adults", a system of prescribing for individual skill deficiencies, is presently serving as their outline map. Use of the Taxonomy is providing the basis on which students can map their routes so that their educational goals are achieved in an efficient, self-rewarding manner.

It is suggested that the Taxonomy developed by White Plains will be of inestimable value to all who are concerned with enabling students to become what they ought to be and could be.

THE ADULT BASIC EDUCATION TEACHER'S ROLE IN CURRICULUM

John F. Fox, Coordinating Supervisor
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Most Adult Basic Education learners are not independent learners. If they were, they would be more advanced educationally and would not be mired in the elementary or basic level of education. Consequently, it truly may be said that the Adult Education teacher is the necessary key to fulfillment.

There are four necessary elements that must be incorporated into each Adult Basic Education student's personalized or individualized curriculum.
The first element is termed DIAGNOSIS OF INDIVIDUAL NEEDS. Proper diagnosis is determined primarily by informal tests, formal tests, interviews and through observation.
The second necessary element is the SELECTION OF APPROPRIATE MATERIALS. The selection should be made by the teacher in close cooperation with the student. The student must be involved in the selection, as the material chosen must assure relevance, and consideration must be given to Interests, Hobbies, Life Style, Learning Style and Goals.
The third element is the maintenance of an adequate PROFILE AND PROGRESS CHART that is unique for each student. This could also be termed a goal, scope and sequence guide. By individualizing the program of instruction we are eliminating competition within groups or between students and are meeting the more precise needs of the individual, so that students are "in competition with themselves." Thus, they are striving to achieve specific personalized objectives which may be termed "behavioral."
The fourth element is EVALUATION. This must be concerned with each student's recognition of what he knows, and a teacher's knowledge of what each student knows and how it fits into his educational goals. A student's evaluation must be closely related to his Profile and Progress Chart.
The implementation of these four elements into the student's own curriculum is the crux of the matter. The Adult Basic Education teacher is definitely the key. He must know each adult as a learner. He must know the context and skill areas previously covered and mastered, and must also know the areas yet to be covered and mastered.

Regarding the building of the basic communication skills, the teacher must have a knowledge of the elements necessary for decoding or word recognition, comprehension, and interpretation. In short, the teacher must know what mastery of the reading skills entail. He must have a good grasp of the whole subject area. This is necessary in order to fill in gaps (missing blocks) in learning. Every Adult Basic Education teacher must also have the same ability for teaching the computational skills. It is likewise necessary that the teacher be completely familiar with the materials available for each level, and be able to put them to good use.

A successful Adult Basic Education teacher must be able to select, use and integrate audio/visual materials appropriate to the curriculum level and learning style of each student.
Individualizing instruction for adults is difficult. It is truly a great challenge. Children's exposures and experiences are very similar. Consequently individualizing for children is a lesser problem. The many diverse and dissimilar past experiences of adults effect ability, interest, learning styles, life styles, values, motivation and goals. These considerations, in turn deeply affect the relevance of the materials to which adult learners will be exposed in any program of instruction. The teacher must know something about the variety of hardware that is available. This material can be of great value if used properly. It can be used successfully for variety, for reinforcement and for exposure to a particular skill. The proper use of such equipment should be demonstrated to teachers and other staff members.
Each Adult Basic Education student has a different and unique educational base, which makes individualizing his instruction critical. In recent months much has been written and said about individualizing curriculum instruction for adult learners. Implementation of the previously mentioned steps or elements is vital and necessary to effectively individualize a program of instruction for our adult ABE students.

GUIDANCE SERVICE TO THE TEACHER

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Philosophy

"Guidance services in an ABE setting must be based upon a deep respect for the individual fostering self-assurance, independence, and initiative which enables the student to set and work toward realistic and attainable vocational goals.

The counselor should initiate and maintain supportive relationships, with all, to assist students to develop to their fullest potential both personally and educationally toward their highest fulfillment."

Throughout the years, education has undergone many changes in emphasis. During the last decade emphasis has been placed at varying times on purely cultural enrichment, academic education, consumer education, occupational guidance and vocational training.

Changes are taking place in relationship between races, parents and offsprings, employers and employees, clergy and congregations, teacher and student, men and women, and between a person with himself. It is good that education is able to change to meet the needs of our everchanging society.

Education has served to raise a person's life's expectations. This rise is now being experienced by parts of the human community which not long ago had no hope at all for a better life. People on the underside of society and outside of it, have been upheld on the idea that now life can be better than it has been.

Thus educators, teachers, counselors, and administrators in the school environment and in the communities are playing a very significant role in education to meet the accelerated needs of our adult students. These needs are very demanding for a more viable, realistic, and relevant education. The change must occur through an attitudinal introspection of each into his or her job role.

The counselor therefore can be most effective in an adult school setting only when he comprehends his role as a part in a changing total organization. One of his or her comprehensive function is to provide supportive services to other important members of the staff (teachers), which when combined increases and enhances the learning of the ABE student. Some of these guidance services are:

Maintain active availability to staff
Displays flexibility
Works toward team spirit
Provide "open door" rapport
Pre-orient to guidance policies and procedures and purposes
Supplies teacher with information pertinent to student's classroom performance
Involves and includes teacher opinions
Teacher and guidance "rap" sessions
Promotes "open dialogue" with teacher and student
Interprets program's policies through group counseling
Strives to eliminate outside pressures of students through individual counseling
Believes, exemplifies, imparts non-judgemental attitudes
Handles emergency situations (illness...)
Formal teacher and guidance meetings
Student case conference
Shares relevant data with teachers
Resource for teacher inquiries re: community resources
Abets teacher morale and enthusiasm

The spectrum of guidance services involved in upbuilding human development is indeed vast. However, it is the teacher of the adults, that is the key to student fulfillment.

"GUIDANCE SERVICE TO THE TEACHER"

Walter J. Zielinski, Director
Valley Regional ABE

The service of the guidance counselor in the Adult Basic Education program can no longer be isolated or identified as such. Limited funding has seriously deprived many ABE programs of much needed staff and guidance personnel forcing the director to re-evaluate spending priorities.

We must look to the team effort to provide counseling services and identify the role of each member of the team; teacher, counselor, and program director. One of the major problems which this team must cope with is the dropout. Surveys reveal that the most frequent reasons for dropouts are:

1) family responsibilities
2) lacks transportation
3) feels the program is not fulfilling his goals
4) feels incapable of attaining the program's goals
5) feels personal embarrassment
6) has a physical impairment or poor health
7) feels boredom or frustration caused by the teacher
8) feels boredom or frustration caused by the materials
9) change in employment or hours of work
10) disadvantaged home environment
11) poor self image, appearance, etc.
12) lack of occupational information at particular levels
13) academic failure, frustration
14) foreign language barrier
15) lack of a realistic curriculum

Remedial Action to Prevent Drop-Outs

1. Identify the role of each member of the team - teacher - guidance counselor - director.
2. Teach teachers how to get information on students without seeming to pry.
3. Point out strong points being used in other systems, so all can benefit.
4. Adequate occupational information by ABE, ESL and High School Equivalency staff.
5. Voluntary, small group, human relations meetings for professional staff.
6. Closer cooperation with social agencies.
7. Recent school dropouts - why? Follow-up
8. More correlation between industry and school.
9. Units in history relevant to particular ethnic groups.
10. Community use of school buildings for after school activities for adults.
11. Adult programs geared to the disadvantaged.
12. Continuance of ABE programs on year-round basis.
13. Careful assignment of teachers with empathy for particular groups.
14. Teacher awareness of basic needs: (a) Recognition
    (b) Acceptance
    (c) Security
15. Better personnel records for early identification of potential school leavers.

THE TEAM APPROACH IN M.D.T. GUIDANCE

Andrew L. Morzello
Director of Manpower Skills Center

Guidance services are most effectively activated when they are a cooperative enterprise between student, teacher, counselor, administrator and community resources.

A cooperative enterprise does not magically develop in any educational program. Effective cooperation among staff has a chance to succeed only when the administrator through empathic pace-setting leadership establishes a climate or atmosphere for positive and constructive teamwork.

The administrator by his own personality, sincerity, honesty, caring and direction fashions the "tone" of his educational program. In order for harmonious cooperation between counselors and teachers to exist, the administrator must have faith in the individuality and dignity of each staff member. He must recognize each individual's efforts, and focus upon the strengths of each person. Thus, the administrator concentrates upon the assets of his personnel. He is primarily concerned with finding out what each member of his staff can do, and hence places emphasis upon the encouragement process through success-oriented planning for staff.

It is an old maxim that we humans tend to want to belong to an activity when we realize that we are needed. When staff feels needed, when they know success, and recognition, then the atmosphere for harmony and cooperation exists. The stage is set for collective teamwork for the benefit of students.

In the White Plains Manpower Skills Center, each student has a Trainee Support Team (TST) which, as its name implies, "Supports" the trainee during his skill training. The TST is comprised of the N.Y. State Employment Service Counselor, Trainee Advisor, Instructional Staff, Director and any other person from the community, social service agencies or other human resource services assisting the trainee.

This team, chaired by the Director or his designee establishes the employability goal and plan for the trainee. Each month the TST reviews the trainee's progress toward achieving the employability goal. Whatever action is necessary becomes the recommendation of the team. The question may arise as to who is the key member of this team. The trainee is the key team member who can approve or disapprove of the team's recommendations. Since the trainee is part of the decision-making process, TST recommendations generally receive the support of the trainee.

The TST approach to the process of occupational choice, training and decision-making has resulted in each team member focusing upon the trainee as a person in the process of "becoming." The primary objective is to see the trainee as a person, his progress not only in terms of specific occupational skills, but also as a personality interacting with his personal self and "business" self, his "block" environment and working environment, his chosen associates and acquired business associates and all people and things with which the trainee deals.

As a result of this teamwork process, it is the author's belief that the White Plains MDT Staff has matured so that it no longer thinks of administration by administrators, teaching by teachers and guidance by counselors. Instead, the staff has developed an "interaction behavior" which recognizes that each staff member has a supportive, consultative, referral and service function to perform for the betterment of each trainee.

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